



**2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2**  
**COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018**

NOGA ID

Authorizing legislation

**General Appropriations Act, Rider 41, 85th Texas Legislature**

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

**Pathway 1 and 2: January 1, 2019 - May 31, 2021**

**Pathway 3: January 1, 2019 - June 30, 2020**

Grant period from

☒ Pre-award costs are not permitted.

Application stamp-in date and time

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**Required Attachments**

Pathway specific attachment

**Amendment Number**

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

N/A

**Applicant Information**

Organization  CDN  Vendor ID  ESC  DUNS   
Address  City  ZIP  Phone   
Primary Contact  Email  Phone   
Secondary Contact  Email  Phone

**Certification and Incorporation**

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- |   |   |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification      |
| <input checked="" type="checkbox"/> General Provisions and Assurances               | <input checked="" type="checkbox"/> Lobbying Certification                      |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances  | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name

Title

Email

Phone

Signature

Date

Grant Writer Name

Signature

Date

☒ Grant writer is an employee of the applicant organization.

☐ Grant writer is not an employee of tl

701-18-106-053

**Shared Services Arrangements**

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter ☒ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

**Identify/Address Needs**

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
53% of FISD Students are of Hispanic Ethnicity, while 8% of FISD Teachers are of Hispanic Ethnicity; 49% of MFISD Students are of Hispanic Ethnicity, while 11% of MFISD Teachers are of Hispanic Ethnicity; there is a need for ethnic diversity within FISD and MFISD	FISD and MFISD will develop and strengthen partnerships with Texas Tech University and Central Texas College to deliver college coursework in our own communities in such a way that our districts will recruit and retain local Hispanic teachers students after they participate in a rigorous course of study.
Less than 5% of students graduating from FISD or MFISD participate in coursework from the CTE Education and Training Cluster; There is a need to increase that number.	The CTE Education and Training Cluster is designed to place students in a rigorous coherent sequence of classes that will include dual credit classes that will result in students from our districts receiving teacher certification and returning to our districts for a career in education. The student organization, Texas Association of Future Educators (TAFE) will be created.
FISD and MFISD have had approximately 10% of their para-professionals report interest in becoming teachers in our communities, particularly in the areas of Bilingual Education, Mathematics, Science, Spanish, and Social Education	The grant will support paraprofessionals with strong potential to be successful classroom teachers and build upon a strong partnership with Texas Tech University and Central Texas College.

**SMART Goal**

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

FISD MFISD will increase the percentage of Hispanic Teachers working in our districts by 10% each year. By 2021, FISD & MFISD will increase the number of students participating in the Education and Training Cluster to at least 50 students per district, with at least 20 in students from each district participating in a Dual Credit arrangement with our Higher Education Partners. 100% of local paraprofessional participating in the Grow Your Own grant program will obtain their Bachelor ' s degree and Teacher certification by May 31, 2021.Meeting the primary SMART goal will lead FISD to achieving these goals: 1. FISD and MFISD will have a minimum 30% gap of teacher and student demographics. 2. FISD and MFISD will have a minimum 90% teacher retention rate 3. FISD and MFISD will decrease BE/ESL Waivers by 85% by 2021.

**Measurable Progress**

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

**First-Quarter Benchmark**

By the end of the first quarter: FISD and MFISD will recruit and identify four para-professional grant participants each. Once identified, grant participants will be introduced to the grant requirements and expectations. Additionally, all grant participants will meet with appropriate IHE and/or District staff to develop and review their college degree plan .FISD and MFISD will review and create or modify partnership(s) with Texas Tech University and Central Texas College for the grant participants. All grant participants will begin appropriate coursework leading towards a Bachelor ' s degree and teacher certification. A Professional Learning Community will be formed to support our future teachers. This group will consist of mentor teachers, administrators, curriculum & instruction team members, and human resource team members. FISD and MFISD will enroll the first class of students in the CTE Education and Training Cluster.

**Measurable Progress (Cont.)****Second-Quarter Benchmark**

By the end of the second quarter, grant participants will have completed some coursework and will be proceeding with additional coursework. All grant participants will meet with appropriate IHE and/or District staff to review and modify their college degree plan as needed. The PLC group will have met at least 2 times per month to provide ongoing, targeted support.

Furthermore, Fisd and MFisd will have created and started an Education and Training pathway and local TAFE chapter. Interested high school students will be enrolled and participating in appropriate coursework within the pathway and recruited and engaging TAFE meetings and activities. The PLC group will have met at least twice per month to provide ongoing, targeted support.

**Third-Quarter Benchmark**

By the end of the third quarter, grant participants will have completed more coursework and be proceeding along accordingly. All grant participants will continue to meet with appropriate IHE and/or District staff to review and modify their college degree plan as needed. Grant participants will be preparing for certification exams.

Furthermore, high school students will have their first year within the Education and Training coursework and enrolled in their second year, while newly interested students will begin the pathway. The TAFE chapter will have completed its first year within the district and prepare for the second year by recruiting new members and strengthening activities.

**Project Evaluation and Modification**

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Each quarter, grant participants will review their college degree plan with IHE and/or District representatives to ensure they remain on track to complete their degree and certification by the end of the grant period. Degree plans will be modified as needed. The scores for practice and actual certification exams (content based and pedagogy), as well as the number of attempts, will be reviewed to determine if adjustments to the grant program need to be made. If grant participants do not show progress with their degree plans and/or certification exams, adjustments to the grant program will be discussed with the IHE to determine a plan of action for the grant participants.

The number of grant participants and their demographics will be reviewed and analyzed each quarter. Additionally, the number and demographics of students enrolled in the Teaching and Education courses, as well as the local TAFE chapter will be monitored quarterly. The number of grant participants completing the program, their types of certificates, and the number of them promoted to full-time teaching positions will be collected to make projections with the Districts five-year long-term goals related to the SMART goal.

The Districts will review the program data and revise the program accordingly to sustain over time. The grant program will serve as a pilot program to sustain in future years through the use of other local and/or supportive funds that may be used to help support District employees gain their Bachelor's degree and teacher certification, as well as the Education and Training pathway and local TAFE chapter for high school students.



**Statutory/Program Assurances**

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

**ALL PATHWAYS - The applicant assures the following:**

- ☒ Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
- ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
- ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
- ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
- ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
- ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
- ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

**PATHWAY 1- The applicant assures the following:**

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

**PATHWAY 2- The applicant assures the following:**

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year.
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

**PATHWAY 3- The applicant assures the following:**

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

**Statutory/Program Requirements**

**PATHWAY ONE:** Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application**

Beginning in the fall of 2019, FISD and MFISD will begin offering the course sequences for the Education and Training Cluster. The first two courses, Principle of Education and Training and Human Growth & Development, will be offered as pre-requisites for the final two courses, which will be dual-credit courses associated with Texas Tech University (TTU) and Central Texas College (CTC), Instructional Practices in Education & Training and Practicum in Education & Training. The teacher of record for these courses and their mentor will be selected from an applicant pool of currently employed certified teachers who meet the eligibility requirements: interest in the program, goal acknowledgment and buy-in, proven success in the classroom by virtue of student academic achievement, a signed Memorandum of Understanding to remain with the district three years, principal satisfaction surveys and recommendation, and candidate being an advocate of public education. Teachers selected as teachers of record and mentors will follow the program guidelines and performance measures for Pathway One.

Students included in the program will be selected based on their Interest in education as a career and selection of Public Service/Education and Training as their Foundations/Graduation Plan pathway whose cumulative GPA is 3.0 or higher throughout enrollment, demonstrates an aptitude for teaching, demonstrates effective verbal and written skills, as well as exhibits good character. Eligibility will be on-going and monitored at any time. FISD and MFISD is committed to growing our own teachers beginning with students when they are in high school by promoting teaching as a quality profession and providing students with opportunities to gain knowledge and hands on experience with the teaching profession. FHS and MFHS will implement an Education and Training pathway within its Career and Technology Education program, as well as a Texas Association of Future Educators (TAFE) chapter.

FHS and MFHS will implement a partial Education and Training pathway during the 2019-2020 school year, and will expand into full implementation for the 2020-2021 school year. During the 2019-2020 school year, three courses from the Education and Training pathway will be offered: Principles of Education and Training (9th grade students); Human Growth and Development (10th grade students); Instructional Practices (11th and 12th grade students). The TEKS for all Education and Training courses will be followed. Beginning in the 2020-2021 school year, Practicum in Education and Training will be added to the pathway. This course will be made available to 12th grade students who completed Instructional Practices during the 2019-2020 school year. The Education and Training pathway and sequence of courses will follow the recommended sequence as outlined by the Texas Educational Agency (TEA). All of the courses offered to our students will be taught by experienced teachers in our districts. The teachers will hold a Master of Arts in Education. These qualifications demonstrate a deep understanding of the teaching profession and of the curriculum to be taught. Both districts are currently developing partnerships with CTC and TTU to offer dual credit courses to our students. We will successfully develop a dual credit agreement for any of the Education and Training courses, and our high school students will be provided with an advantage of gaining college coursework hours leading toward a potential career in education.

The main resource for our teachers will be the Texas CTE Resource Center (TCRC) at [www.txcte.org](http://www.txcte.org). This online resource provides teachers with sample scope and sequences, as well as sample lesson plans. Furthermore, this coming summer will be dedicated to reviewing other course resources. The review of other course resources will be completed in conjunction with the IHE the Districts partner with for the dual credit opportunity within the Education and Training pathway. FHS and MFHS is also in the process of starting a TAFE Chapter next semester, consisting of 22 students. The organization will plan meetings and coordinate activities and will complete the membership process by the end of March 2019. Some activities the TAFE chapter will plan is to continue having students observe and assist hands-on during intervention classes as FPS (grades PK-1) and FES (grades 2-5) (MFISD campuses). The organization will expand its membership, activities in the future and begin to pursue State competition opportunities.

**Statutory/Program Requirements**

**PATHWAY TWO:** Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

**All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application**

The staff members applying for the para-program will submit their general evaluations and supporting documents that show their abilities connect with student and families, working with other organizations in our communities, and their links to our Professional Learning Communities (PLC's). There will be weighted factors based on each of these items that the Grow Your Own Committee Members will develop to assure that the most qualified personnel become the core for our 'grow your own' core of teachers. These paras' ability to take college coursework will be another component in the development of the weighted factors. The principal and lead teachers on a campus will be asked to comment on the applications of the people applying for these 4 slots per district.

With the aforementioned demographic gap, preference will be given to minority teachers so that our students have role models that 'look like them' to promote more of our students to obtain dual credits. Teachers in the Bilingual and Special Education Areas will be preferred but our shared goal is to have the most passionate and committed candidates with family support. We will give preference to paras with 3-5 years of experience in the classroom and/or at our respective school districts.

The MOU will contain language that describes how the staff member agrees to work for our respective school districts, for at least 3 years after completing the Bachelor ' s program and will work with the various student and other professional groups to show their commitment to become certified teachers. The MOU is in the form of promissory note that they agree to refund any funds given to them to obtain their Bachelor ' s degree if they choose to leave before the three-year period. This is being done so that our districts would have funds to fund other staff members' degrees in such a way that the goals of the grant are met. This will also be done if a person does not complete their degree in the agreed upon timeframe. If any of the eight initially selected students finish in the first year or drop out of the program, other staff members will be asked if they would like to work towards their degree. This will be done so that the total number of staff members who have the qualifications to teach is maximized. FISD and MFISD will seek other funding sources to allow these staff members to have funding while they are working on their degree from Texas Tech University to develop a 'grow your own' concept for other content areas within MFISD and FISD.

**Pathway Selection and Participation**

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

**PATHWAY ONE**

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	2	X \$11,000 =	22000
Number of teachers who are teaching Education and Training courses, but not for dual credit	2	X \$5,500 =	11000
Number of high schools with existing Education and Training courses in 2018-2019	0	X \$6,000 =	
Number of high schools without existing Education and Training courses in 2018-2019	2	X \$9,000 =	18000
<b>Total Request for Pathway 1</b>			<b>51000</b>

**PATHWAY TWO**

☒ Check this box if you are applying for Pathway 2 **WITH** Pathway 1

Number of candidates pursuing a teacher certification only	4	X \$5,500 =	22000
Number of candidates pursuing both a bachelor's degree and a teacher certification	8	X \$11,000 =	88000
Request for Pathway 2			110000
Request for Pathway 1			51000
<b>Total Combined Request for Pathways 1 &amp; 2</b>			<b>161000</b>

**PATHWAY THREE**

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
<b>Total Request for Pathway 3</b>			



**Request for Grant Funds**

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET
Fund stipends for teachers who are teaching Education and Training Courses for Dual Credit	20000
Fund stipends for teachers who are teaching Education and Training Courses NOT for Dual Credit	10000
Fund Tuition for para's pursuing a bachelor's degree and a teacher certification	80000
Fund Tuition for para's pursuing teacher certification only	20000

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Activities for para's to increase their professional learning	5000

SUPPLIES AND MATERIALS (6300)	
Supplies and Materials for implementation of Education and Training Courses	12000

OTHER OPERATING COSTS (6400)	
Travel to the TEA-led Teacher Institute for participating teachers	6000
Travel for para's to increase their professional learning	5000

Total Direct Costs 158000

Should match amount of Total Request from page 8 of this application

Indirect Costs 3000

TOTAL AMOUNT REQUESTED 161000

Total Direct Costs plus Indirect Costs



## Grow Your Own Grant Pathways 1 and 2 Grow Your Own Program Attachment

### Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

**Program Participants:** Applicant must specify the number of teachers who will participate in the program and receive the stipend.

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**Question 1: Implementation and Growth of the Education and Training Courses.** Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

The Education and Training Cluster coursework will be implemented at Fredericksburg High School and Marble Falls High School. This program will be under the direction of a certified classroom teacher with multiple years of experience. The following three measures are in place to help in the Grow Your Grant Process:

- 1) Courses
- 2) Career Pathways Discussion Meetings
- 3) Participation in TAFE

1) Courses. We have established the Education and Training Cluster and offer the following coherent sequence of courses:

**9th grade - Principles of Education and Training.** The class is designed to introduce learners to the various careers available within the Education and Career Cluster. Students use self-knowledge as well as educational and career information to analyze various careers within the cluster. Students will develop a graduation plan that leads to a specific career choice in the student's area of interest.

**10th grade - Human Growth and Development.** This is an examination of human development across the lifespan with emphasis on research, theoretical perspectives, and common physical, cognitive, and social development milestones. The course covers material that is generally taught in a post-secondary. It is a one semester introductory course in developmental psychology or human development.

**11th grade - Instructional Practices in Education and Training.** This is a field based internship that provides students with background knowledge of child and adolescent development as well as principles of effective teaching and training practices. Students work under the joint direction and supervision of a pair of teachers with knowledge of early childhood, middle childhood, and adolescence education. Students learn to plan and direct individualized instruction and group activities, prepare instructional materials, develop instructional materials, and complete other responsibilities of teachers, paraprofessionals, trainers, or other educational personnel.

**12th grade - Practicum in Education and Training.** This is a field based internship that provides students background knowledge of child and adolescent development principles as well as principles of effective teaching and training practices. Students in the course work under the joint direction and supervision of a pair of teachers with knowledge of early childhood, middle childhood, and adolescence education and exemplary educators in direct instructional roles with elementary, middle school, and high school aged students.

In addition, students will take **core area dual credit courses** consisting of: ENGL 1301 Composition I and ENGL 1302 Composition II, HIST 1301 US History to 1877 and HIST 1302 US History Since 1877; finally, students will take CTE dual credit courses including:

**12th grade – Students will take EDUC 1301 Introduction to the Teaching Profession and EDUC 2301 Introduction to Special Populations for dual credit.** EDUC 1301 is an integrated pre-service course and content experience that provides active recruitment and institutional support of students interested in a teaching career, especially in high need fields provides students with opportunities to participate in early field-observations at all levels of P-12 schools with varied and diverse student populations; provides students with support from college and school faculty, preferable in small cohort groups, for the purpose of instruction to and analysis of the culture of schooling and classrooms; course content should be aligned as applicable with State Board for Educator Certification (SBEC) Pedagogy and Professional Responsibilities (PPR) standards; and course must include a minimum of 16 contact hours of field experience in P-12 classrooms. EDUC 2301 is an enriched, integrated pre-service course and content experience that: provides an overview of schooling and classrooms from the perspectives of language, gender, socioeconomic status, ethnic and academic diversity, and equity with an emphasis on factors that facilitate learning; provides students with opportunities to participate in early field observations of P-12 special populations; aligns as applicator with SBEC PPR standards; includes a minimum of 16 contact hours of field experience.

*The teacher of record for these courses and their mentor will be selected from an applicant pool of currently employed certified teachers who meet the eligibility requirements: interest in the program, goal acknowledgment and buy-in, proven success in the classroom by virtue of student academic achievement, a signed Memorandum of Understanding to remain with the district three years, principal satisfaction surveys and recommendation, and candidate being an advocate of public education. Teachers selected as teachers of record and mentors will follow the program guidelines and performance measures for Pathway One.*

- 2) **Career Pathways Discussion Meetings.** All parents and 8th grade students will meet with junior high and high school counselors to discuss career pathways and four year plans. The students interested in the Education and Training Cluster will enroll in the training cluster and follow the 4-year Education and Training Cluster. Further, all dual credit classes will be a partnership between FISD, MFISD, Central Texas College, and Texas Tech University. The courses planned for the partnership will represent 50% of the CTE courses that receive any weighted GPA in MFISD. Additionally, dual credit classes receive additional weighted GPA in MFISD. These two factors will help to increase enrollment in these classes within MFISD
- 3) **Participation in TAFE.** TAFE is a co-curricular statewide non-profit (501 c3) student organization created to allow young men and women an opportunity to explore the teaching profession. The organization was created in 1984 to provide the best and brightest high school and middle school students in Texas with the necessary knowledge to make informed decisions about pursuing careers in education. TAFE is sponsored by the Texas Association of Secondary School Principals and is governed by a board of directors comprised of teachers, students and principals. TAFE is one of the nine Career and Technical Student Organization (CTSO) recognized by the Texas Education Agency.

We will use the seven TAFE goals/project areas to promote teaching as a profession:

- **Teaching / Training:** Tutor and become a positive influence to younger children.
- **Recreation:** Have fun with others who have similar career goals and make lifelong friends.
- **Appreciation:** Join in teacher appreciation activities to make a difference.
- **Fundraising:** Work together with your peers to raise funds to support the projects in which the local organization participates.
- **Leadership:** Develop leadership characteristics.
- **Educational Awareness:** Learn about educational issues and/or methodologies.
- **Service:** Connect with the community by addressing the needs of others.

*These project areas are designed to increase students understanding of what it is like to be a teacher and the various positions that they can have at a school. In addition, attendance at a TAFE convention is another way of exposing our students to the greater roles that they can accomplish. FISD and MFISD will use the above chapter system to develop another CTSO for our high schools that will allow promotion of teaching as a viable career choice. The various leadership aspects of the program will aid our districts in helping our students understand that they have many paths to post-secondary academic development that will allow them to enter the workforce in ways that might not be familiar.*

### Summary

Recruiting students to pursue education as a career choice is paramount for attracting qualified, diverse candidates into the teaching profession, particularly in rural and small school settings. Recruitment should be deliberate and systematic to include focus on traditionally hard-to-staff areas, such as Bilingual Education, Math, Science, and Special Education. We will select academically strong students with a cumulative GPA of 3.0 or higher, an evident passion for teaching, and a high likelihood of returning to work in a small, rural school. Our mission is to encourage students to learn about careers in education and assist them in exploring the teaching profession while promoting characteristics and skills necessary to become effective educators. Teachers placed in advisory and mentorship roles in our Education and Training courses will be expected to instill a love and enthusiasm in the program. It is this daily infusion of positive perspective that will encourage and motivate current and future students' involvement and interest and ensure sustainability of the education and training program. The availability of dual credit to be introduced as part of the Education and Training course in 2020-2021 will also motivate students to enroll in the Education and Training courses.

**Question 2: Student Marketing, Recruitment, and Persistence.** Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.

- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

### 1) Student profiles

FISD and MFISD student body has the following make up (2017 PEIMS Spring Submission)

District	Enroll	African American	Hispanic	White	American Indian	Asian	Economic Disadvantaged	English Learner	At Risk	Special Education
FISD	3216	.2%	47.2%	50.7%	.2%	.5%	50.9%	12.8%	45.4%	9.8%
MFISD	4,232	1.98%	47.42%	47.24%	.28%	.90%	63.33%	16.38%	50.50%	11.89%

Within FISD, three out of six schools are school-wide Title One schools, while the other three are targeted-assistance schools. Within MFISD, five out of seven are school-wide Title One Schools, while the other two are targeted-assistance schools. Our students score at or just above the state average on the STAAR assessments and consistently score below our neighboring school districts within ESC Region 13. There are sub-group gaps in measured performance with minority students scoring lower than White students.

### 1) Marketing and Recruitment

It is our belief that the increase of local teachers that look like our students and come from similar circumstances will increase the general expectations and engagement of all of our students. These partnerships will allow FISD and MFISD to target Hispanic, Economically, Disadvantaged, At-Risk, and English Learner students into our programs with opportunities for high-rigor, workplace relevant, innovative programs. These partnerships will attract students with low-risk, low-cost collegiate experiences and provide them with successful experiences. Given the general demographics within FISD and MFISD, this will promote the building of a demographically-matching, local educational workforce from our ISD's to the local community college, and finally to the community-based locations of Texas Tech University. This partnership will allow our students, who come from our communities to gain a first-class educational experience that supports our students as they cross barriers into the world of educational success. We will use the two pathways to promote that FISD and MFISD are places that "grow our own" and that hire "our own" when looking to make employment decisions. This partnership will help our districts build high-performing College, Career & Military Readiness for all students in such a way that it permeates our community – from PK-12, to the families that reside in our communities.

### 2) Leadership Plans for Motivating Students

The partnerships among our districts, Central Texas College, and Texas Tech University will be marketed by each institution in a variety of manners, including: mailers, large group meetings with parents and students, staff meetings in our ISD's, and public celebrations for students, paraprofessionals, and teachers as they reach milestones. This partnership will become a capstone course sequence and will be publicized and recruited as such. All parents and 8th grade students will meet with junior high and high school counselors to discuss career pathways and four year plans. The students interested in the Education and Training Cluster will enroll in the training cluster and follow the 4-year Education and Training Cluster. Further, all dual credit classes will be a partnership between FISD, MFISD, Central Texas College, and Texas Tech University. The courses planned for the partnership will represent 50% of the CTE courses that receive any weighted GPA in our districts. Additionally, dual credit classes receive additional weighted GPA in our districts. These two factors will help to increase enrollment in these classes within FISD and MFISD.

**Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership.** Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.



- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.
- ☐ All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

FISD and MFISD currently partner with Central Texas Community College and Texas Tech University for various programs that have dual credit classes currently. These are in several core areas and CTE areas currently. FISD and MFISD will use current arrangements and the planned arrangement through this grant program to promote all aspects of College, Career, and Military Readiness for our student. Our plan is to be able to expand the number of college credits through articulation agreements and dual credit agreements as well as continue to offer industry-standard certifications in such a way that students obtain college credits, college experience, and work-based learning experience even if they do not currently plan to enroll in a post-secondary program. Not only will this increase the self-confidence of our students, this will increase the number of students that we can help gain college credits while still in high school. We currently have the agreements in place to offer the dual credit opportunities unique to this grand program and will be able to publicize these opportunities beginning as early as spring, 2019 and have students enrolled in the pathway by the beginning of the 2019-2020 school year.

**Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles** *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

**Program Participants:**  
Applicant must specify the

number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

12

**Question 4: EPP and LEA Partnership.** Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

A partnership between the Muleshoe-led coalition of districts and Texas Tech University will provide the pathway through which 22 paraprofessionals, instructional aides and long-term substitutes with at least 60-hours of college-level credit enter an EPP and transition to the role of classroom teacher by May 2021.

***Texas Tech University – Accelerated Preparation in and for the Community***

Researchers have long known the characteristics of effective clinical practices and strategies for ensuring that prospective teachers master high-impact clinical experiences (Boyd et al., 2009; Guyton & McIntyre, 1990). From this literature, five attributes have emerged that are associated with increased teacher preparedness: (a) a focus on practice; (b) mentoring and coaching; (c) a coherent vision of teaching; (d) integration of coursework and clinical experiences; and (e) partnerships as the driving force for change and improvement. The teacher preparation program at Texas Tech University embodies these key attributes by focusing on practice and providing additional coaching and mentoring in a partnership environment that involves the teacher candidate, a clinical coach and the cooperating teacher in the host classroom (Kraft, Blazar & Hogan, 2018). The result is a new teacher stepping into the classroom with relevant cultural competencies, knowledge and skill for effective instruction, and the disposition to improve student achievement in same high-need school and classrooms where they have been preparing for the past year.

***Building on a foundation of success.*** The proposed program to prepare teachers in the Muleshoe-led coalition is built on successful innovation and a strong track-record of partner-based accomplishment. Since 2014, the Texas Tech University (TTU) educator preparation program has offered a district-embedded, “grow your own,” 12-month accelerated program for teacher preparation. The program is currently implemented in partnership with 18 school districts and 8 community-college districts across Texas, most recently with a coalition of five additional rural districts aimed at creating a talent-pipeline of teachers for some of the hardest to staff districts in the State.

Dubbed “Tech Teach Across Texas” because of its reach, and “the 2+1” because of its accelerated degree-plan structure, our existing program provides a pathway to certification built upon a two-year, Associate of Arts in Teaching (AAT) degree from a community college. Upon completion of the AAT, candidates transfer to Texas Tech University to complete a bachelor’s degree and earn teacher certification in one calendar year (12-months). Unlike previous designs (cf. Perkins & Cody, 2017; Walker et al, 2008), however, as a TTU student, candidates will complete online coursework while remaining in their home community to work in a partner district’s classrooms. At the end of the one year, graduates have an immediate job opportunity in the schools where they were prepared for teaching.

***Effective clinical practice.*** As part of the 2+1 design, district-selected candidates will transfer to Texas Tech University to complete their upper-level content preparation and pedagogy training. In the TTAT preparation program, district candidates will receive near wrap-around support to ensure progress toward content mastery and instructional effectiveness.

First, a TTU-based “clinical coach,” or site coordinator who has had successful teaching experience will instruct, coach and evaluate candidates’ progress toward instructional competency. One clinical coach will travel between the partner districts (Fredericksburg & Marble Falls) providing multiple opportunities each week for contact and support. In addition to pedagogy support, the coach will also serve as a liaison among Tech instructors, candidates, and the preparation program ensuring early identification of obstacles and providing resources to address challenges associated with coursework.

Second, faculty at TTU will orient courses in a manner that ensures content mastery as well as application to real classroom teaching. Outcomes on course assignments and examinations will be used to adjust teaching strategies, and tailor content teaching in a way that maximizes opportunity for success in the course, and success in challenging the State certification exams.

Third, candidates will complete their student-teaching experience under the mentorship of a school-based cooperating teachers in in each district, who also have a record of effectiveness in motivating culturally-diverse learners and improving achievement. Cooperating teachers and candidates will work together from the first day of the inservice teachers' contract and continue until the final day of the same school year. Clinical coaches and cooperating teachers will collaborate to hone candidates' teaching skill using data from walk-through and formal teaching evaluations.

***This is not teacher-ed lite.*** The accelerated rate at which teacher candidates complete the TTAT program might cause some to wonder if this is a simplified pathway to teaching, but the opposite is true. Given the intensity of the program, only those candidates will be selected with academic backgrounds predictive of future success, including GPA of 2.75 or higher, a clear commitment to becoming a teacher in the region, and current personal resources (i.e., social network) necessary to persevere in a challenging program (Jabbar, et al., 2018).

From July to June of the following year, candidates will be full-time students taking courses and preparing for their content certification exam, which they will be required to pass by December. Candidates will be working in district classrooms supported by the "clinical coach," and alongside cooperating teachers in classrooms. From August to December, candidates will be in schools 3 days per week, and then 4 days per week from January to June. Candidates start on the first contract day of the new school year and remain until the last contract day of the school year. During June, candidates will also work in their districts' summer school supporting struggling students to learn content and pass the state curriculum examination. In August of the following school year, (now) graduates will enter the classroom as standard-certified teachers who have, as a result of their preparation, one full year of experience prior to their first day. During the preparation time, candidates will not be working outside of the preparation program, so they will be able to be successful in mastering content and pedagogical skill in a program that embodies key attributes of effective teacher preparation.

#### ***Joint Governance for Continuous Improvement***

Throughout the time of the project, institutional partners will continue to collaborate on a variety of task ranging from day-to-day operations to examining program impact. Quarterly governance meetings will be held for all partners to review and problem-solve around issues of recruiting, advertisement, advising, status of the learning-community activity, mentor-teacher selection, and candidate progress. These meetings will be attended in-person by leaders from both districts, Texas Tech, and the instructional coach. The purpose of these meetings is to provide a forum for communication about implementation, address obstacles, and implement solutions.

The Districts have already initiated the recruitment and identification process for potential grant participants. An email was sent out by the campuses to determine if there are currently any employees interested in continuing their education by pursuing a Bachelor's degree leading to a teacher cortication or teacher certification if they already hold a Bachelor's degree. Additionally, interested participants were able to meet with the ASOP Department who went over the current Grow Your Own Bilingual Teacher Program. Participates are able to take classes towards their teaching degree in becoming a Bilingual Teacher and have \$2,500 per semester of their tuition reimbursed after successfully completing their classes. These classes that are offered are specific to a Bachelor's degree leading to a teacher certification on Bilingual Education. Employees were also informed that IHE has partnerships which makes it possible for anyone to receive all of their coursework towards their Bachelor's degree without having to leave the community.

### **OPTIONAL Shared Services Arrangement (SSA)**

Applicants that are the Fiscal Agents of an SSA must complete the fields below.

<b>Fiscal Agent</b>	<b>County-District Number</b>
Marble Falls ISD	027904

<b>Member LEA</b>	<b>County-District Number</b>
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Pathway 1 and 2





**Grow Your Own Grant - Shared Services Agreement  
Between  
Marble Falls Independent School District  
And  
Fredericksburg Independent School District**

Whereas the Texas legislature and the Texas Education Agency (TEA) have determined that school districts may enter into a shared services agreement (SSA) to jointly operate a specific education program; and whereas Fredericksburg Independent School District and Marble Falls Independent School District shall agree to enter into a shared services agreement for the Cycle 2 Grow Your Own Grant, known as the Hill Country SSA, the following shall be agreed upon:

**1.0 purpose of the shared service agreement**

The Hill Country SSA shall enable member districts to provide opportunities for future educators to receive a rigorous educational experience. The Hill Country SSA shall follow the rules and regulations developed by (TEA), regarding the Grow Your Own Grant, Cycle 2.

**2.0 Membership in the Shared Service Agreement**

The Hill Country SSA shall be composed of Fredericksburg Independent School District and Marble Falls Independent School District.

**3.0 Administrative Responsibilities of the Hill Country SSA**

The fiscal agent District shall function as an agent for and on behalf of all member districts and shall:

- a. Administer the program on day-to-day basis in accordance with the policies of the Hill Country
- b. Prepare the standard application/budget system and reimburse program funds
- c. Maintain all Hill Country SSA records
- d. Perform any other such responsibilities normally associated with program administration

**4.0 Fiscal Management**

**4.1 Application for funding**

The fiscal agent district shall prepare the application for funding and program approval and submitted for review and approval in accordance with the guidelines established by the Texas education agency. The Hill Country SSA program shall be funded with the GYO Cycle 2. Applications shall be reviewed by the member district administration to establish priorities were expenditure of available funds and to facilitate active participation in the process to ensure efficient and effective programming for

participating educators and students. Application amendment shall be necessary from time to time as

priorities for the Hill Country SSA program and its educators and students change. The member districts shall approve amendments prior to submission to the Texas education agency. The fiscal agent shall submit amendments as needed. The program budget application shall be submitted to TEA for approval. The budget shall be prepared and administered in accordance with state law and TEA guidelines.

#### **4.2 Legal Responsibility**

In the event of any complaints, grievances or litigation concerning programming brought by educators, students or parents who reside within the member districts, the Hill Country SSA will work collaboratively with the LEA toward resolution of the disagreement. Each member district shall negotiate and be solely responsible for legal fees associated with the event.

#### **4.3 Budget for Personnel Salaries**

The fiscal agent shall budget Hill Country SSA Stipends in accordance with the schedules and guidelines for other member district employees. Personnel will be paid by the member districts based on this budget and will be reimbursed by the fiscal agent after submission of an invoice.

#### **4.4 Budget for Materials, Supplies, and Contracted Services**

The fiscal agent shall purchase all materials, supplies and contract services through the established system in place for the district. All non-consumable supplies purchased with Hill Country SSA funds shall be identified as property of the Hill Country SSA.

### **5.0 Maintenance of Financial Records**

The fiscal agent shall maintain financial records in accordance with the fiscal agent and Texas education agency policies and procedures.

### **6.0 Effective Date, Renewal, Amendment and Dissolution of the Shared Services Agreement**

#### **6.1 Effective Date**

This Hill Country SSA shall be effective beginning with the 2019 – 2020 school year.

#### **6.2 Renewal**

This shared services agreement shall automatically renew annually and shall remain in effect until the parties agreed to end it or modify it by amendment.

### 6.3 Amendment

This shared service agreement shall be amended periodically as determined by the member districts.

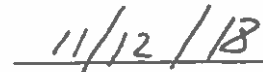
### 6.4 Dissolution

This shared services agreement shall remain in effect until dissolved by the member districts. All assets remain the property of the member district regardless of members withdrawing their membership.



Superintendent of Schools

Marble Falls Independent School District



Date



Superintendent of Schools

Fredericksburg Independent School District



Date



## MEMORANDUM OF UNDERSTANDING

CENTRAL TEXAS COLLEGE,  
MARBLE FALLS INDEPENDENT SCHOOL DISTRICT, AND  
FREDERICKSBURG ISD

11-12-18

Central Texas College (CTC) is the dual credit provider for academic programs at both Fredericksburg Independent School District (FISD) and Marble Falls Independent School District (MFISD). CTC has an articulation with the Texas Tech University (TTU) College of Education (COE) at to offer lower division coursework needed for students to transfer seamlessly the Tech Teach 2+1 Fast Track program offered at the Texas Tech University Regional Teaching Sites at Fredericksburg and Highland Lakes in Marble Falls.

FISD, MFISD, CTC and TTU have partnered to create the Hill Country Shared Services (SSA) in a joint effort to create an academic pipeline to train and retain local students wishing to become teachers who will stay and work in the district.

CTC agrees to expand the existing academic programs at Fredericksburg and Marble Falls High Schools as needed to partner with and support the Hill Country SSA in the Cycle 2 Grow Your Own Grant. Specifically, CTC agrees to add coursework to the existing Memorandum of Understandings (MOU) in order to provide dual credit to high school students and paraprofessionals working in the districts who want to go into the teaching professions. As determined by the Hill Country SSA, CTC participate in the Grow Your Own grant by offering courses high school students need to begin an Associate of Arts in Teaching (AAT). CTC will participate in the Grow Your Own Grant by offering EDUC 1301 Introduction to Teaching; EDUC 2301 Special Populations; and MATH 1350 & 1351 Math for Teachers.

CTC will offer dual credit courses needed to increase the number of students graduating from FHS and MFHS and attending college locally which will not only expedite degree completion but also reduce students' costs for obtaining a teaching degree.

Sincerely,

Mark Pollet

Associate Dean

Central Texas College - Service Area Campus



CENTRAL TEXAS COLLEGE  
DUAL CREDIT AGREEMENT  
2018 - 2019

This agreement is made on August 22, 2018 between Central Texas College, PO Box 1800, Killeen, Texas, 76540-1800, hereinafter referred to as "CTC", and Marble Falls, Independent School District hereinafter referred to as "Marble Falls ISD".

The purpose of this agreement is to approve the mechanism for the establishment of a dual credit partnership. The Dual Credit Agreement is defined as an agreement between CTC and the secondary Marble Falls ISD that will define the process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school. Dual credit is also referred to as concurrent course credit; the terms are equivalent. However, dual (or concurrent) credit refers to a circumstance in which a student is enrolled in more than one educational institution (including a high school and a college).

Dual Credit Agreement hereinafter referred to as "DCA":

Under this DCA the following conditions are hereby set forth. These conditions must be met in order for the student to receive college credit at CTC.

1.1 – DCA Eligible Courses

Only college level academic courses from the current edition of the Lower Division Academic Course Guide Manual (ACGM) and workforce education courses from the current edition of the Workforce Education Course Manual (WECM) that are found in the CTC course catalog, will be offered for dual credit. Courses considered remedial, developmental and/or orientation in content will not be considered for dual credit.

Courses offered for dual enrollment to Marble Falls ISD will be amended annually as necessary and are attached to this document.

1.2 – DCA Student Eligibility

Student eligibility is determined by the requirements outlined in the Texas Administrative Code, *Rules Applying to All Public Institutions of Higher Education in Texas*, Chapter 4, Subchapter D, 4.85(b)1- 9. Refer to the admission and registration requirements as listed in the current Central Texas College Course Catalog.

1.3 – DCA Location of Class

CTC offers dual credit courses to Marble Falls ISD at the Marble Falls High School campus and by electronic means. Marble Falls ISD will provide classroom space for instructional course work for CTC. Specialized facilities for courses such as Culinary Arts and

Welding will be provided by Marble Falls ISD prior to the start of the courses. Facilities will include course-essential equipment and adequate work space.

#### 1.4 – DCA Student Composition of Class

Optimally dual credit courses will be composed of dual credit students. In those cases where there are insufficient dual credit enrollments for conducting the class, the students may be enrolled with mainstream college students, at the discretion of Marble Falls ISD. Exceptions for a mixed class, which would also include high school credit-only students, will be made using the criteria set forth in The Texas Administrative Code, Chapter 4, *Rules Applying to All Public Institutions of Higher Education in Texas*, Chapter 4, Subchapter D, Section 4.85(d)1- 3.

#### 1.5 – DCA Faculty Selection, Supervision, and Evaluation

Each course will be taught by a mutually acceptable instructor. Faculty members must meet the minimum requirements of the Southern Association of Colleges and Schools, Commission on Colleges. Approval procedures outlined in CTC *Instructor Qualification and Approval Procedures*, Human Resources Policy #160 will be followed. CTC shall supervise and evaluate instructors of dual enrollment courses using the same comparable procedures used for faculty at the central campus.

#### 1.6 – DCA Course Curriculum, Instruction, and Grading

CTC will ensure that all dual enrollment courses are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation as those courses offered at the Central Campus.

#### 1.7 – DCA Academic Policies and Student Support Services

The student must meet all CTC admissions requirements as published in the current CTC course catalog.

The student must obtain approval from parent/guardian and high school counselor for each new course enrollment request before enrollment.

The student must complete and submit a CTC application with high school transcript, qualifying test scores, registration form, release of information form, and dual credit/early admissions application.

#### 1.8 – DCA Transcribing of Credit

High school and college credit will be transcribed immediately upon a student's completion of the performance required in the course.

#### 1.9 – DEA Funding and Payment

Marble Falls ISD will claim all students in Average Daily Attendance for purposes of state aid. CTC will claim all other funding for all students receiving college credit in dual credit courses.

CTC tuition will be either billed to the Marble Falls ISD or paid by the student at time of registration. A rate of \$45.00 per semester hour will be paid for in class face to face instruction at MFISD facilities using MFISD faculty. Dual Credit students taking classes online, at the Frank Fickett Center at Marble Falls, or at MFISD by non MFISD faculty will pay the standard out-of-district rate. Instructional materials, such as books, calculators, etc., will be provided by the ISD or purchased by the student, unless already included as part of a lab fee. Invoices to Marble Falls ISD are payable net 30 days.

#### 1.10 – DCA Accreditation and Standards

The educational partners to this agreement are independent agencies accredited by various state and regional accrediting agencies. Each institution is responsible for meeting the standards established by the accrediting agencies under whose authority it awards degrees and certificates. No provision of this agreement shall be construed to limit the authority of any educational partner to meet its accreditation obligations.

This agreement shall commence upon the date of execution of this agreement and shall continue until such time as the agreement is terminated.

This agreement may be terminated in whole or in part by either party providing a full thirty (30) days' notice in writing to the other party. Such notice shall be sent by certified mail, return receipt requested, to the address of the respective parties listed above. However, such termination shall not take effect with regard to students already enrolled, until such time as those students have completed their respective courses.

This DCA is executed at Killeen, Texas on the day and year above mentioned. This Agreement supersedes any prior DCA(s), shall commence upon the date of execution, and continue until such time as the agreement is terminated.



Dr. Ady, Deputy Chancellor, U. S. Operations  
Central Texas College

 9/22/18

Dr. Allen, Superintendent  
Marble Falls Independent School District

## CENTRAL TEXAS COLLEGE DUAL ENROLLMENT AGREEMENT

Agreement is made this 8/15/18, between Central Texas College, P.O. Box 1800, Killeen, Texas, 76540-1800, hereinafter referred to as "CTC", and Fredericksburg, Independent School District hereinafter referred to as "Fredericksburg ISD".

The purpose of this Agreement is to approve the mechanism for the establishment of a dual enrollment partnership. The Dual Enrollment Agreement is defined as an Agreement between CTC and the secondary Fredericksburg ISD that will define the process by which a high school student enrolls in a college course and receives simultaneous academic credit for the course from both the college and the high school. Dual enrollment is also referred to as concurrent course credit; the terms are equivalent. However, dual (or concurrent) enrollment refers to a circumstance in which a student is enrolled in more than one educational institution (including a high school and a college).

Dual enrollment Agreement hereinafter referred to as "DEA":

Under this DEA the following conditions are hereby set forth. These conditions must be met in order for the student to receive college credit at CTC.

### 1.1 – DEA Eligible Courses

Only college level academic courses from the current edition of the Lower Division Academic Course Guide Manual (ACGM) and workforce education courses from the current edition of the Workforce Education Course Manual (WECM) that are found in the CTC course catalog, will be offered for dual enrollment. Courses considered remedial, developmental and/or orientation in content will not be considered for dual credit.

Courses offered for dual enrollment to Fredericksburg ISD will be amended annually as necessary and are attached to this document.

### 1.2 – DEA Student Eligibility

Student eligibility is determined by the requirements outlined in the Texas Administrative Code, *Rules Applying to All Public Institutions of Higher Education in Texas*, Chapter 4, Subchapter D, 4.85(b)1- 9. Refer to the admission and registration requirements as listed in the current Central Texas College Course Catalog.

### 1.3 – DEA Location of Class

CTC offers dual enrollment courses to Fredericksburg ISD at the Fredericksburg ISD high school campus and by electronic means. Fredericksburg ISD will provide classroom space for instructional course work for CTC. Specialized facilities for courses such as Culinary Arts and



Welding will be provided by Fredericksburg ISD prior to the start of the courses. Facilities will include course-essential equipment and adequate work space.

#### 1.4 – DEA Student Composition of Class

Optimally dual enrollment courses will be composed of dual enrollment students. In those cases where there are insufficient dual enrollment enrollments for conducting the class, the students may be enrolled with mainstream college students, at the discretion of Fredericksburg ISD. Exceptions for a mixed class, which would also include high school credit-only students, will be made using the criteria set forth in The Texas Administrative Code, Chapter 4, *Rules Applying to All Public Institutions of Higher Education in Texas*, Chapter 4, Subchapter D, Section 4.85(d)1-3.

#### 1.5 – DEA Faculty Selection, Supervision, and Evaluation

Each course will be taught by a mutually acceptable instructor. Faculty members must meet the minimum requirements of the Southern Association of Colleges and Schools, Commission on Colleges. Approval procedures outlined in CTC *Instructor Qualification and Approval Procedures*, Human Resources Policy #160 will be followed. CTC shall supervise and evaluate instructors of dual enrollment courses using the same comparable procedures used for faculty at the central campus.

#### 1.6 – DEA Course Curriculum, Instruction, and Grading

CTC will ensure that all dual enrollment courses are equivalent with respect to curriculum, materials, instruction, and method/rigor of student evaluation as those courses offered at the Central Campus.

#### 1.7 – DEA Academic Policies and Student Support Services

The student must meet all CTC admissions requirements as published in the current CTC course catalog.

The student must obtain approval from parent/guardian and high school counselor for each new course enrollment request before enrollment.

The student must submit a CTC application with high school transcript, qualifying test scores, registration form, release of information form, and dual enrollment/early admissions application. In addition, the student must complete the Dual Enrollment/Early Admissions application and registration form each semester that they enroll in dual enrollment courses.

Students are limited to two courses per semester (fall, spring, summer), unless additional criteria is met, as stated on the dual enrollment application.

#### 1.8 – DEA Transcribing of Credit

High school and college credit will be transcribed immediately upon a student's completion of the performance required in the course.

#### 1.9 – DEA Funding and Payment

Fredericksburg ISD will claim all students in Average Daily Attendance for purposes of state aid. CTC will claim all other funding for all students receiving college credit in dual enrollment courses.

CTC will pay the CTC and Fredericksburg ISD faculty for each section taught at Central Texas College's current part-time teaching rate.

CTC tuition will be either billed to the Fredericksburg ISD or paid by the student at time of registration, at the out-of-district rate. Instructional materials, such as books, calculators, etc., will be provided by the ISD or purchased by the student, unless already included as part of a lab fee. Invoices to Fredericksburg ISD are payable net 30 days.


#### 1.10 – DEA Accreditation and Standards

The educational partners to this agreement are independent agencies accredited by various state and regional accrediting agencies. Each institution is responsible for meeting the standards established by the accrediting agencies under whose authority it awards degrees and certificates. No provision of this agreement shall be construed to limit the authority of any educational partner to meet its accreditation obligations.

This agreement shall commence upon the date of execution of this agreement and shall continue until such time as the agreement is terminated.

This Agreement may be terminated in whole or in part by either party providing a full thirty (30) days notice in writing to the other party. Such notice shall be sent by certified mail, return receipt requested, to the address of the respective parties listed above. However, such termination shall not take effect with regard to students already enrolled, until such time as those students have completed their respective courses.

This DEA is executed at Killeen, Texas on the day and year above mentioned. This Agreement supersedes any prior DEA(s), shall commence upon the date of execution, and continue until such time as the Agreement is terminated.

  
\_\_\_\_\_  
Dr. Ady, Deputy Chancellor, U. S. Operations  
Central Texas College

\_\_\_\_\_  
Dr. Jeff Brasher, Superintendent  
Fredericksburg Independent School District



**MARBLE FALLS  
INDEPENDENT  
SCHOOL DISTRICT**

Chris Allen, Ed.D. – Superintendent  
1800 Colt Circle Marble Falls, Texas 78654 Phone 830-693-4357 Fax 830-693-5685

October 15, 2018

Mr. Martin Winchester  
Deputy Commissioner of Educator Support  
Texas Education Agency

Commissioner Winchester:

I am writing in support of the Pathway 1 & 2 *Grow Your Own* application being submitted by Marble Falls Independent School District for Cycle 2 funding. I understand that Marble Falls ISD will partner with Fredericksburg ISD to share resources and expertise in implementing this grant activity. As president of the Marble Falls ISD school board, I along with my fellow members, share the goal of the grant program aimed at cultivating quality teachers from among our own communities.

I recognize by applying, the district is making a commitment to use grant funds for tuition support toward graduation and certification of 6 teachers and community members who are already working in our schools; and to begin high school courses and an extra-curricular organization aimed at stimulating among our student's interest in the teaching profession and commitment to teaching in our district.

To prepare our local candidates, Marble Falls ISD along with the other districts, is partnering with Texas Tech University to provide high-quality teacher training that includes evidence-based coursework, ample opportunity to practice in a school setting, and instructional support and feedback from mentor teachers and site-specific coordinators representing the university.

On behalf of the board and the entire district, we are grateful to TEA for this opportunity to develop solutions to our regional teacher staffing needs by drawing on our greatest asset – the people in our communities.

Respectfully,

Mr. Kevin Naumann  
President, Marble Falls ISD Board of Trustees

**Marble Falls ISD has an unyielding commitment to love every child  
and inspire them to achieve their fullest potential.**



# Fredericksburg Independent School District

234 Friendship Lane, Fredericksburg Texas 78624

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Mr. Martin Winchester  
Deputy Commissioner of Educator Support  
Texas Education Agency

October 24, 2018

Commissioner Winchester:

I am writing in support of the Pathway 2 *Grow Your Own* application being submitted by Fredericksburg Independent School District for Cycle 2 funding. I understand that Fredericksburg ISD will partner with Marble Falls ISD to share resources and expertise in implementing this grant activity. As president of the Fredericksburg ISD school board, I along with my fellow members, share the goal of the grant program aimed at cultivating quality teachers from among our own communities.

I recognize by applying, the district is making a commitment to use grant funds for tuition support toward graduation and certification of 4 community members who are already working in our schools; and to begin high school courses and an extra-curricular organization aimed at stimulating among our students' interest in the teaching profession and commitment to teaching in our district.

To prepare our local candidates, Fredericksburg ISD along with the other districts, is partnering with Texas Tech University to provide high-quality teacher training that includes evidence-based coursework, ample opportunity to practice in a school setting, and instructional support and feedback from mentor teachers and site-specific coordinators representing the university.

On behalf of the board and the entire district, we are grateful to TEA for this opportunity to develop solutions to our regional teacher staffing needs by drawing on our greatest asset – the people in our communities.

Brian Lehne Fredericksburg ISD  
School Board President